

THE  
INDEPENDENT  
PRIMARY READER  
J. Madison Watson

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# *READERS AND SPELLERS.*

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*INDEPENDENT PRIMARY READER.*

*INDEPENDENT SECOND READER.*

*INDEPENDENT THIRD READER*

*INDEPENDENT FOURTH READER.*

*INDEPENDENT FIFTH READER*

*INDEPENDENT SIXTH READER.*

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*NEW SPELLING SERIES.*

*WATSON'S GRAPHIC SPELLER.*

*WATSON'S COMPLETE SPELLER.*

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*INDEPENDENT CHILD'S SPELLER.*

*INDEPENDENT YOUTH'S SPELLER.*

*INDEPENDENT SPELLING-BOOK.*

*NATIONAL ELEMENTARY SPELLER.*

*NATIONAL PRONOUNCING SPELLER.*



*The Object Lesson — A Hat,*

INDEPENDENT  
PRIMARY READER

A PRIMER AND FIRST READER

BY J. MADISON WATSON

*Author of the National and the Independent Readers, Spellers, and Primers ;  
Hand-Book of Gymnastics ; Manual of Calisthenics ; Tablets, etc.*



A. S. BARNES & COMPANY  
NEW YORK AND CHICAGO



**S**UCCESS IS SECURED by faithful and wisely directed efforts. Let the instructor determine first what Method to employ—whether the Alphabetic, or a combination of the Phonetic and the Alphabetic; the Word System, the Sentence System, a combination of the two—or a union of the best features of all.

*THE ALPHABET* at first should be taught with special reference to the Illustrations, and not Alphabetically. Commence with a familiar object—for example, a *CAT*: direct the attention of the child to the *picture*; then to the *word-picture*, or printed word, and then to the *initial letter* of the word. In like manner, teach *a* in *ax*, and *t* in *top*. Finally, show the child that *c*, *a*, and *t* form the word *CAT*. Or, teach the Alphabet in connection with the Reviews, as directed on page 20.

*SLATE WORK* should begin with the Alphabet, p. 7, and pupils should first learn to draw and write the separate letters and words. *In writing*, require them to learn the number of spaces and parts of spaces occupied by each of the small letters and capitals severally, and to compare, contrast, and note all dissimilarities and distinctive characteristics.

*THE READINGS*, in large classes, should at first be *written* and printed on the blackboard and there mastered. Then let each pupil read the Lesson from the book. In following the Word System, the instructor will first read the sentences from the book, having only separate words printed on the board. After these are learned by the pupils, connected sentences will be read. In the Sentence System, entire sentences are first taught, and then the separate words.

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# THE PREFACE

QUESTIONS relating to the best *Material* and *Methods* for Primary Instruction in Reading, here receive their appropriate answers. This work is a fit Introduction to any Series of Reading-books. It combines the essentials of a Primer and a First Reader, including Object Lessons, and affords like advantage for use with the Alphabetic or Phonetic Methods, or the Word or Sentence Systems.

ITS ALPHABETS, from "*Watson's Graphic Speller*," supply an amount of *Slate-Work* not heretofore attempted in any corresponding book. The style of the letters is almost universally approved, and it is in general use in American schools. Fit means are thus afforded to train the eye and the hand in *Writing* and *Drawing*, and to improve the odds and ends of time. Several Readings are also printed in *Writing*. Webster's Diacritical Marks are used as required in Pronunciation.

THE READINGS of Part First contain easy words, and illustrations of familiar and pleasing objects. In order at the beginning to secure the utmost simplicity, in the first eighteen Lessons the vowels represent only their *short sounds*, thus avoiding silent letters and other irregularities.

REVIEWS are uniformly given. After two General Reviews, arranged with reference to the formation of the words, the Lessons in advance and the Reviews alternate, and face one another—each Lesson occupying a page. Thus is exhibited, at a single opening of the book, the Illustrations and New Words of the two Lessons.

THE READINGS of Part Second that are not wholly original are adaptations of standard fables, and other clever tales, rewritten in simple monosyllables. Only a portion of the words arranged in the Lists for Exercises in Pronunciation and Spelling are new, the others serving for Reviews.

THIS BOOK AIMS, by the fitness of its Lessons and the beauty of its Illustrations, to awaken the greatest interest possible to childhood, consistent with such guidance as tends to a gradual and systematic educational development.

# I. ALPHABETS.

Aa Aa Aa

A a A x ax



Asa has an ax

Bb Baby baby

B b Baby baby



Buy Baby a bib

Cc Cat cat

C c Cat cat



Cats catch mice

Dd Dog dog



D d Dog dog

Dora dreads dogs

Ee Egg egg



E e Egg egg

Ewe ate eagles eggs

Gg Frog frog



Ff Frog frog

Frogs are fine food

Gg Goat goat



G g Goat goat

Goats graze the green

Hh Hen hen



H h Hen hen

High hurt his hen

Ii Ink ink



I i Ink ink

I rashid Ida's ink

J J Jug jug  
J j Jug jug



J John jars foels jug

K K Kid kid



K k Kid kid

Kit hucks Kate's kid

L L Lamp lamp



Lilly lights a lamp

Mm Muff



M m Muff muff

May made a muff

Nn Nest nest



N n Nest nest

Sanfoundarnest

Oo Old owl



O o Old owl

Old owl shoot Oo

Pp Pig pig



P p Pig pig

Pupa's pup is bit by a pig

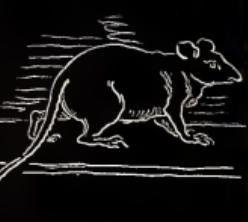
Dg Quail quail



Q q Quail quail

Quails fly quick as

Rr Rat rat



R r Rat rat

Rats run rare races

*Ss Sled sleds*

*S s Sled sled*



*Sols sons sell sleds*

*Tt Top top*

*T t Top top*



*Titus twirled the top*

*Uu Urn urn*

*U u Urn urn*



*Usual uses amun*

Vv Vase vase



Vv Vase vase

Vases many vastly

Ww Wolfwo



Ww Wolfwo

Wolves worry sheep

Xx Fox fox



Xx Fox fox

Xis in Noa, fox x

*y y Yokenyo*



*Y y Yoke, oke*

*Young yoke oven y*

*Z z Zebra zzzz*



*Z z Zebra zebra*

*Zebras graze there*



## FIGURES

1 2 3 4 5 6 7 8 9 0 \$

Q B A

# ALPHABETS

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a	A	j	J	s	S
b	B	k	K	t	T
c	C	l	L	u	U
d	D	m	M	v	V
e	E	n	N	w	W
f	F	o	O	x	X
g	G	p	P	y	Y
h	H	q	Q	z	Z
i	I	r	R		&

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1234567890

# INTRODUCTION

## LESSON I.

can



it

à can

is

Is it à can? It is à can.

## LESSON II.

we  
pan



tin

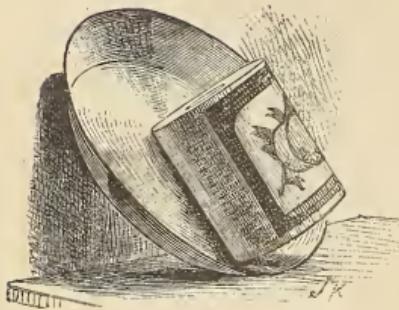
à pan

big

Is it à pan? It is.

Beà à tin pan. It is big.

## LESSON III.



and in with

A pān and à-cān.

A cān in à pān.

A cān with à-pān.

Is it à tin can with à big tin pan?  
It is.

A tin can is in à big tin pan.

## LESSON IV.

an  
man  
hás



ax  
an Z  
l  
á

It is à mán. Is it an ax?  
A mán hás an ax. It is l  
It is à big ax.

## LESSON V.

rān      as      dīd      Bel      Lōt



Bel rān.      Lōt rān.  
Bel and Lōt rān.  
Lōt rān, and Bel  
rān with Lōt.

Bel rān as Lōt rān.      Lōt rān as  
Bel dīd.

## LESSON VI.

fān      sit

Bel hās à fān.

Hās Lōt à fān?

Bel eān fān Lōt.

It is à big fān.      Eān Lōt fān  
Bel with it.

Bel eān sit and fān Lōt with it.



## LESSON VII.

REVIEW.<sup>1</sup>

ă	it
ă̄n	sit
fă̄n	in
eă̄n	tin
pă̄n	is
ră̄n	his
mă̄n	did
ă̄ş	bīg
hă̄ş	and
ă̄nd	ăx
Bĕl.	Bĕl
Lôt	with

Bel ran as Lot did. Bel and  
Lot can sit with a man.

A man has an ax. Is it his fan?

Is a tin eă̄n in a big tin pă̄n?

<sup>1</sup> In Review Lessons, teach the names and the sounds of the letters by the use of questions;

ăş, What is placed after ă to form  
ă̄n? before ă̄n to form fă̄n? etc.  
The word A in sound is aş in ăşk.

## LESSON VIII.

hat cap had Ann on  
sat lap bank Ned not



Ann and Ned sat on a bank.

Ann had a fan. Ned had a pan  
on his lap.

Ann had not a hat. Ned had  
not his cap.

## LESSON IX.

at cat pat bad pet Ben  
 fat rat Tab glad met the<sup>1</sup>



Ben can pat his pet cat. Tab  
 is not à bad pet.

Tab met à big fat rat. Tab ran  
 at the (thǔ) rat.

Ben is ġlad Tab has the (thǔ) răt.

<sup>1</sup> The, except when *emphatic*, à word beginning with à consonant sound should be pronounced thǔ, before

## LESSON X.

## REVIEW.

ă	răt	băd	ĕăp	pět
ăt	păt	hăd	lăp	ǒn
făt	săt	lăd	Běn	nōt
ĕăt	Ann	găd	Něd	üp
hăt	Tăb	bănk	mět	thē



Ben is à fat lad.

Tab is his cat.

Tab met à rat.

The rat sat up.

The (thǔ) pet cat

rān at the big răt, and it rān.

Ben is găd his-ĕăt had the rat.

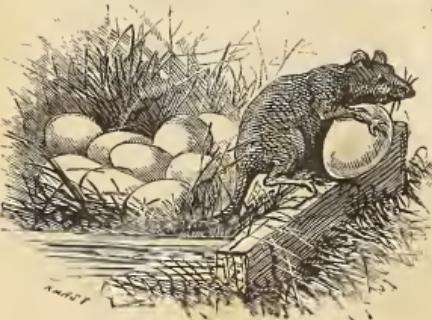
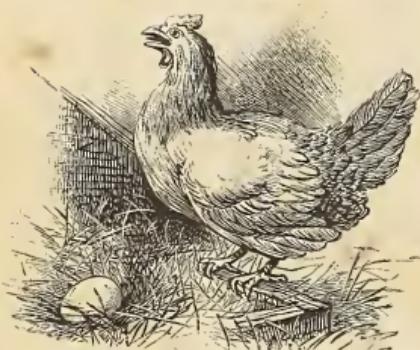
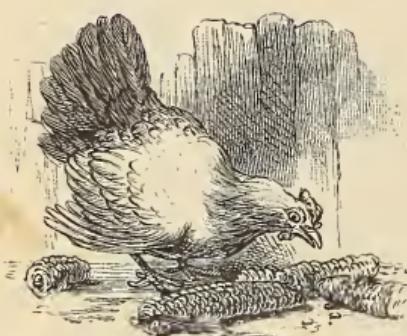
Ben can pat Tab, on his lap.

Ann and Ned met Ben.

Ben had à bad hat. His cap is  
not bad. It is on à bank.

## LESSON XI.

fěd	sět	ěg <sup>g</sup>	wěll	něst
rěd	těn	gó̄t	Něll	wěnt
yěs	hěn	óff	lěft	wáṣ (wóz)



Nell had à hen.  
The hén was red.  
Nell fed the hen.  
Was not the hen  
well fed? Yes.

The red hen had  
à nest.

An egg was in it.  
Nell left thē egg.  
It was a nest-egg.

Nell set the hen  
with ten eggs.  
The hen went off.  
A rat got an egg.

## LESSON XII.

## REVIEW.

bōx	Dīx	gět	būt
fōx	lōst	thěn	thūs

Nell Dix had à red pet hen.  
The hen was well fed and fat.

The hen had à nest in à box, and  
an egg. Nell left the hen à nest-egg.

Nell set the pet hen with ten  
eggs; but the hen left the nest.

The hen went off,  
and then à rat  
got thē eggs.

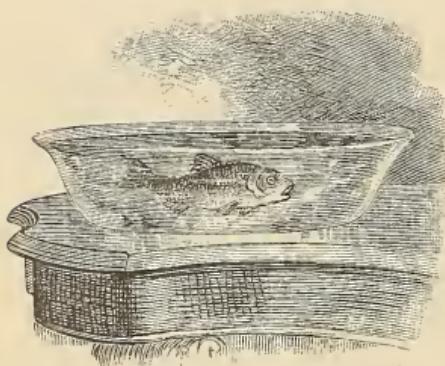
A red fox met the  
hēn. Did it get  
the hēn?

Yes; and then the fox ran off.  
Thus Nell lost à hen and ten eggs.



## LESSON XIII.

f <small>i</small> sh	w <small>i</small> ll	if	t <small>u</small> b	s <small>i</small> nk
d <small>i</small> sh	g <small>i</small> ve	k <small>i</small> d	m <small>u</small> ch	m <small>i</small> lk
sh <small>i</small> p	l <small>i</small> ve	f <small>u</small> n	s <small>w</small> i <sup>m</sup>	d <small>r</small> i <sup>n</sup> k



Ben has à fish.  
It can swim and  
live in à dish.  
Ben can give Ann  
this fish.



Ben has much fun  
with his ship.  
It is in à tub.  
It will not sink  
in the (thu) tub.



Ann has à kid.  
If Ann get à pan  
of milk, the kid  
will drink.

## LESSON XIV.

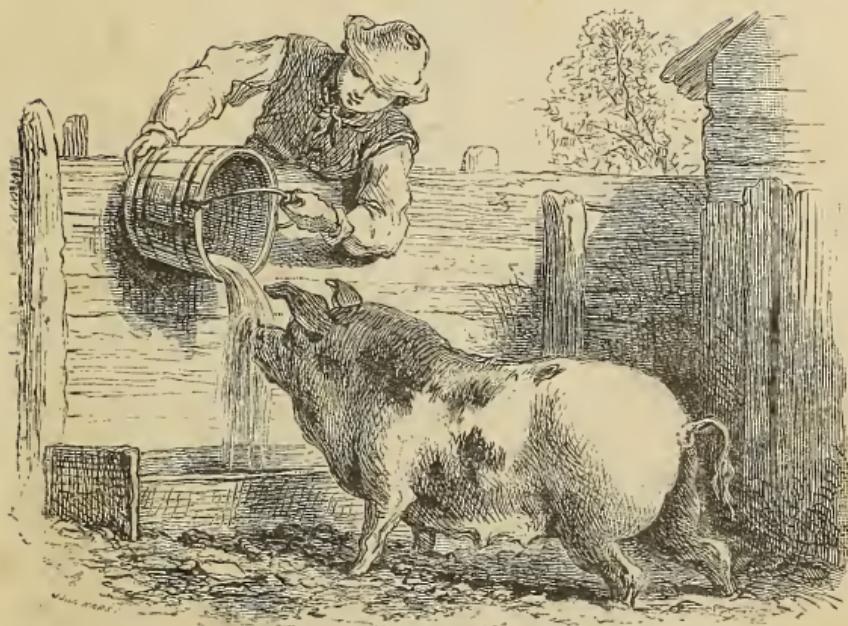
## REVIEW.

iN

fīlV

piG

hōg



If Ben is ill, a man will give the hog milk. A hog is a big pig.

Ann will get the kid drink.

If Ben fill the big dish, his fish can swim and live in it.

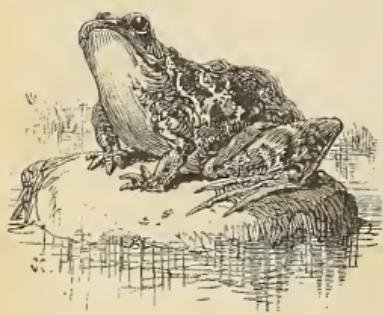
Ben had much fun with a ship in a tub. It did not sink.

## LESSON XV.

rōd	frōg	sōft	lōng	slim
dōg	fōnd	Spōt	rōck	hūnt
lōg	pōnd	Jōhn	mōss	jūmp



John Fox is fond  
of his dog Spot,  
John can hunt with  
this dog.



A big frōg was on  
a rōck, in a pōnd.  
Spot went in, with  
a jump; but the  
frog got off.



Soft moss is on a lōg.  
John can sit on the  
lōg, and fish.  
His rod is lōng and  
slim.

## LESSON XVI.

## REVIEW.

ox	Dōn	shěd	Bǔck
löt	dǔn	<u>thěm</u>	one (wǔn)



John has à dun ox  
and à red one.  
Bück is thē dūn ox.  
Dōn is thě rěd ox.  
Don is in à shěd.  
Bück is in thē löt.  
Spot, the dog, can  
hunt Buck.

Buck is fond of  
Don. John got à log with them.

A frog was on à rock in à pond. It  
got off with à jump, as Spot went in.

John will sit on the soft moss,  
and fish with à long, slim rod.

## LESSON XVII.

üp sün him wish lět  
 ēüp ġün Hill sprīng hăve  
 jǔg Dăñ Dick drům frōm



Dick, the man, is  
at the spring.

Dick can fill a jug.  
If Dan wish a  
drink, Dick will  
let him have it  
from the jug.

Dan Hill was up  
with the sun.  
Ann got him a  
cup of milk.  
Dan has fun with  
his drum and  
his gun.



## LESSON XVIII.

## REVIEW.

hút shút dück èome frònt



Dick shut up his hut. A pig  
is in front. A duck is in a tub.

The sun is up, and Dick is at  
the spring. Let him fill a jug.

Dan Hill will come with drum  
and gun. Fill his cup from the jug.  
Let him have fun, if he wish it.

## II. OTHER VOWELS.

## LESSON XIX.

dāy	Jāy	rāce	wīn	I
hāy	Rāy	rāke	bärn	gō
sāy	wāy	māde	färm	hōt



Ned Ray is on  
a farm.

The day is hot.  
The hay is made.  
Ned will rake it.  
Then it can go  
in the barn.

Dan and Jay ran  
a race.

Dan lost his hat  
on the way.

Did Jay win?  
I can not sāy.



## LESSON XX.

## REVIEW.

Kāte bābe lāke cāme sāil



Kate Ray has the (thǔ) babe.  
The ~~farm~~ dog came with them.

A ship can sail on the lake.  
If Jay and I race, on the way  
from the lake, I say I can win.

Rake the hay, made this hot  
day. Then it can go in the barn.

## LESSON XXI.

hē Nēal gāve rīpe tō  
 sēe s̄ick äunt pēach bōy  
 hēre Frēd lāwn lūnch cōol



Frēd Nēal hād but one ripe  
 peach. He gave it to a sick boy.  
 Then his äunt let him and Ann  
 have a lūnch on the (thū) lāvn.  
 I see them. The day is hot,  
 but it is cool here.

## LESSON XXII.

## REVIEW.

Hăl smăll fēed shēep müst



Here I see Hăl and his dōg.

When Hal wăs a small boy, and sick, his äunt gave the dog to him.

See Hal Neal feed the (thū) sheep.  
He has a ripe peach for his lunch.

Fred Neal must not let the sheep  
feed on the cool lawn.

## LESSON XXIII.

sō	ēāgē	fēar	wīre	drōll
äre	thēy	fīve	mīce	spōrt
shē	tāme	râre	drīve	whīte



John Fish gave Nell five white mice. They are in à wire cage.

Nell has rare sport with them,  
they are so tame and droll.

She must drive öff Tab ; for  
they fear à cat.

## LESSON XXIV.

## REVIEW

do old bōat how mōre  
 oh hēr gōat fāst does (dūz)



Oh, this is so droll ! See John  
 Fish drive à tame old goat !

He and Nell are in à bōat. They  
 do not fear. It is rare sport.

How fāst the (thǔ) bōat does go !

She has mōre spōrt with her five  
 white mice in the (thǔ) wire cage.

## LESSON XXV.

rēad īće bōne snōw nōr  
nēar fīre hōme found Pāul  
sēem mīnd Rōse wārm Gāle



Paul and Rose Gale are at hōme  
to-dāy. Snōw and ice are here.

But they do not fear ice nor snow.  
They sit and read near the warm fire.

Thē old dōg has found à bone.  
He does not seem to mind the snow.

## LESSON XXVI.

## REVIEW.

slēd    slīde    spōrt    flȳ    whāt



Rose Gale said, “O Paul, what sport it is to slide on thē ice !

“How fast the sled ran from home, on the snow ! Here we seem to fly !”

Fond of fun, they do not mind the warm fire, nor wish to read.

One near them has not found it fun.

## LESSON XXVII.

sēe fīne thăt tūne Bīch  
stīr jērk plāy mūle Chärles  
sūit fīrst flūte Dūke sur(shor)



See Charles Birch play the flute  
for Duke, his fine pet mule.

Duke does not jerk, nor stir.  
The tune seems to suit him.

He is so fast that Charles is sure  
to be first in a race.

## LESSON XXVIII.

## REVIEW.

Grāçe rīde ärm kill bīrd  
sīght wīld Cīd sīng hāwk

Grace Birch  
has Cid, à fine  
tame hawk, on  
her arm.

Grace is fond  
of her bird and  
kind to him.

Cid does not  
jerk, nor stir.  
He is sure to suit her.

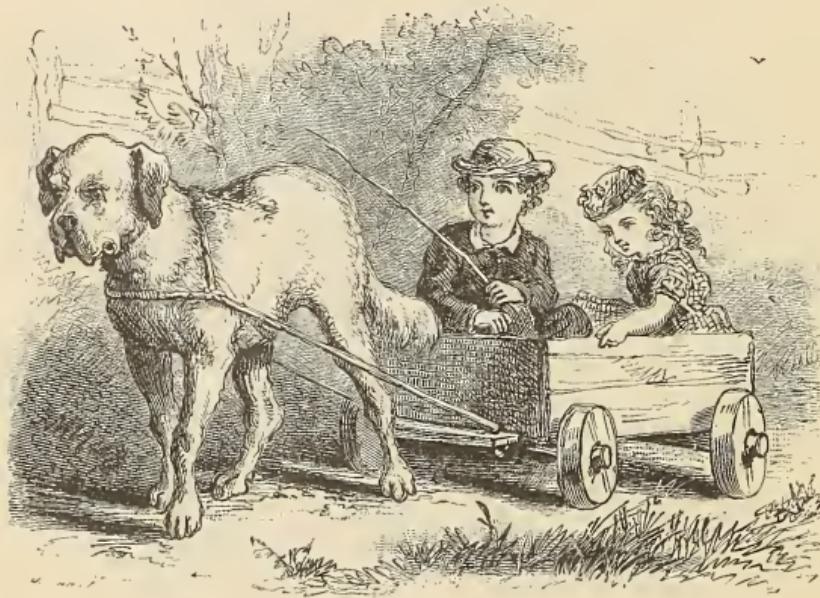
It is à rare sight to see him fly  
up and kill à wild duck for her.

Charles can play à tune on his  
flute, and Grace will sing. But she  
may first ride Duke, the pet mule.



## LESSON XXIX.

sāfē Härt Hōpē hōrs& schōol  
 fär pāfh rōad drāw Gīles  
 rūn härd slōw wālk Trūst



Hōpē and Gīles Hart are on thē  
 rōad to school. It is not far.

Old Trust, the dōg, can draw them.  
 See him walk on the hard path.  
 He is slow and safe; but he can  
 run as fast as à horse.

## LESSON XXX.

## REVIEW.

Jōb    fāçe    līke    eälf    out  
 hōld    pāil    yärd    därk    work

Giles and Hopk  
are at school.

Job is hard at  
work in the yard.

See him hold  
the pail so that  
the milk is safe.

This cälf has  
a dark face. How  
slow it seems to drink ! It can run  
on the walk, or päth ; but it must  
not get out of the (thü) yard.

Trust can draw Job Hart far  
off on the rōad, like a horse.



## LESSON XXXI.

now wāde broōk swēet South  
Guŷ town eătch swif্ত elōgēd  
tūne hōok thrēe trout strīng



School is now closed. Guy is out of town.

The day is long. The air is soft and sweet.

See him wade and fish in the cool brook. It is

fine spōrt to cătch trout in this wāy.

He has three big fish on à string, and one on his hook.

This is à swift brook, but it is safe for Guy South.

## LESSON XXXII.

## REVIEW.

Guy South is now out of town.  
The school is closed.

What a nice time he has! How  
sweet the air is!

He can wade in the cool brook.  
What fine ~~sport~~ it is, to catch  
fish in this way!

He has a big trout on his  
hook, and three on a string.

His rod is long and slim.

See him pull out a fish. I  
hope he will fill the string.

The brook is swift, but Guy  
can walk in it.

## LESSON XXXIII.

bit	high	fight	bound	mouth
leap	wolf	fence	hound	Frank
take	know	large	proud	Speed
bear	King	swift	mount	Strong

Frank King is  
proud of Speed,  
his large hound.

See Speed take  
the bit in his  
mouth, like a  
horse or mule.

Now Frank can  
mount his dog

and ride him in the road to town.

Speed is swift and strong. He  
can leap a high fence at a bound.

He does not know what fear is.  
He will fight a wolf or a bear.



## LESSON XXXIV.

## REVIEW.

Speed is a large hound. Frank King may well be proud of him.

He will take a bit in his mouth, like a mule or horse.

Frank can mount Speed and ride him in town, or on the road. He is safe and sure.

This hound is swift and strong. At one bound, he can leap a high fence, or a wide brook.

Frank may trust him; for he does not seem to know fear.

He will fight a fox, a wolf, a bear, or a man.

## LESSON XXXV.

băt	băll	lăst	plăće	boǒks
hōe	rīnd	păss	spăde	wēeks
few	Jūne	Băth	Jāmes	gōurd



James Wade is  
at the big spring.  
How cool it is!

See him drink  
from à cup. It  
is the rind of  
à gourd.

Last June he  
left his home in  
town, to pass à  
few weeks with his äunt, at Băth.

Hoe, spade, and rake now take  
the place of books, and bat and  
ball. This is well for à time.

## LESSON XXXVI.

## REVIEW.

What a fine large spring this  
is! How sweet and cool!

See James Wade drink. The  
cup is the rind of a gourd.

James left home last June, to  
pass a few weeks at Bath, with  
his dear aunt.

How hot it was in town! The  
wind did not seem to stir.

Here the air is soft and cool.  
The wild birds sing.

James has work for play; a  
hoe, spade, or rake, in place of  
a book, or a bat and ball.

## LESSON XXXVII.

ĕut	new	Bull	grea <small>t</small>	bēech
âir	pull	Lūke	thick	brōke
fāir	bush	Märk	frōst	groun <small>d</small>



It is à fair dāy. Frost is in thē air. Snow is on the (thǔ) ground.

Mark Bull broke his new sled.  
So he cut à thick beech bush.

See him draw Luke on the bush.

This is great spōrt for Luke ; but it is à hard pull for Mark.

PART II

CHOICE READINGS.

# *PHONETIC KEY.*

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## *I. TONICS.*

1. ā, or e; aş, āle, veil : 2. ā; aş, făt : 3. ä ; aş, ärt :
4. ă, or ô; aş, ăll, eōrn : 5. â, or ê ; aş, eâre, thêre :
6. à ; aş, ásk : 7. ē, or ï ; aş, wē, pîque : 8. ě ; aş, ěll :
9. ě, ī, or ū ; aş, hĕr, sîr, bûr : 10. ī, aş, içe : 11. ī ; aş, īll : 12. ö ; aş, öld : 13. ö, or ą ; aş, ön, whät : 14. ő, öö, or ü ; aş, dő, foöl, rüle : 15. ū ; aş, mûle : 16. ũ, or ô ; aş, ũp, sòn : 17. ą, ő, or öö ; aş, bull, wolf, woöl : 18. Ou, ou, or ow ; aş, Out, lout, owl.

## *II. SUBTONICS.*

1. b ; aş, bib : 2. d ; aş, did : 3. ġ ; aş, ġiğ : 4. j, or ġ ; aş, jiğ, ġem : 5. l; aş, lull : 6. m ; aş, mum : 7. n ; aş, nun : 8. ń, or ng ; aş, linłk, sing : 9. r ; aş, rare : 10. Th, or th ; aş, That, thîth'er : 11. v ; aş, valve : 12. w ; aş, wiğ : 13. y ; aş, yet : 14. z, or ʂ ; aş, zine, iş : 15. z, or zh, aş, ăzure : ʐ for ġz ; aş, ex æt'.

## *III. ATONICS.*

1. f ; aş, fife : 2. h ; aş, hit : 3. k, or e ; aş, kinłk, eat : 4. p ; aş, pop : 5. s, or ç ; aş, siss, çity : 6. t ; aş, tart : 7. Th, or fh ; aş, Thin, pifh : 8. Ch, or ch ; aş, Chin, rich : 9. Sh, şh, or çh ; aş, Shot, ash, çhaise : 10. Wh, or wh ; aş, White, whip.—*Italics*, silent ; aş, often (öf'n).

# READINGS

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## LESSON I.

ôr	Fây	sĕnt	wāit	slāte
fôr	fâîr	wîsh	word	nôîše
nôr	hâîr	eŷeš	work	wrîte
all	pěts	pärt	fröm	lêarn
lîe	sîde	döeš	Säul	lǔnch
tōo	lòve	boǒk	Spôt	yօurş
bôy	blüe	whĕn	down	smâll

### SAUL AT SCHOOL.

**S**AUL FAY iş à small lad.  
Hiş hair iş dark. Hiş eyes  
are blue. Hiş face iş fair.

2. Saul iş not à bad boy. He iş  
kind to his eat, his dög, and his  
gōat. All his pets love him.

3. Spot is the (thü) name of his  
dög. Spot has big eyes and long  
ear\$. Saul is fond of him.

4. When Saul is sent to school,

Spot will go too.  
He will take the  
lunch in a pail,  
and go by Saul's  
side.



5. He will lie  
down near the  
door and wait  
for Saul. While  
school is in, he will not bark, nor  
make a loud noise.

6. Saul is fond of his book. It  
is like yours. He has read all of  
the (thü) first part. He can read  
and spell each word.

7. Saul can spell each word by its sounds. He can write on his slate. He can count.

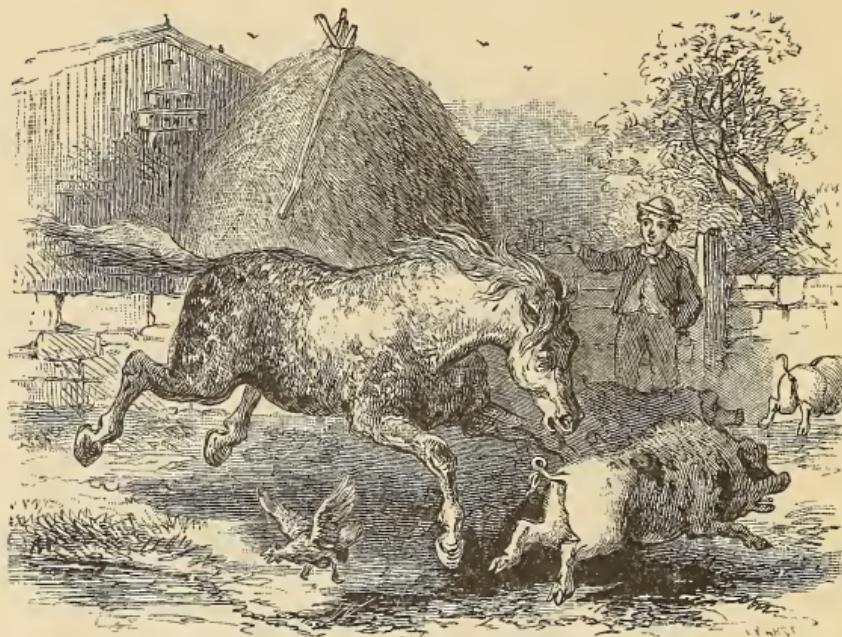
8. He is kind to his mates at school. He loves to work as well as play.

9. I wish all who use this book to do as Saul does (düz). Learn to read, spell, write, and count.

10. Be kind to all, both in and out of school. Play, and work too.

## LESSON II.

Dön	kick	bäck	wärn	grün
gíft	röll	éorn	Wärd	gräss
täil	thät	händ	drīve	straw
dírt	límp	éowſ	clēan	Smíth
salt	ōats	jümp	hōrse	knēel
tröt	äunt	māne	stall	brīght



### THE PET HORSE.

RALPH SMITH had a fine pet horse. His name is Don. He is a gift from Ralph's aunt.

2. Don is a small horse. He is a dark gray. His long mane and tail are white.

3. Don likes to get out of the barn. Then he will run at the cows and the pigs, and bite them.

4. He will put back his ears, and run round and round. He will jump, and kick, and roll on the green grass.

5. Ralph is kind to his horse. He gets hay, oats, and corn for him to eat. He feeds him salt from his hand. He gives him drink at the cool creek.

6. Don has a warm stall, and a clean bed of straw each day. His hair is bright and free from dirt.

7. At a word from Ralph, Don will trot, run, jump, kick, or limp. He will kneel down for Ralph to mount him.

8. Ralph can ride or drive him all day long. He will find his way in the (thus) dark.

9. Let me sāy to all who read  
this bōok, that yōu must be kind to  
your pets, if you wish them to be  
fond of you.

---

### *LESSON III.*

m̄y	óne	çéll§	spôil	thêir
tr̄y	sélf	rüde	stîng	tîmes
sh̄y	said	hâve	bûld	swêet
y�t	gôld	fôrm	lôved	wîng§
bêe	hâte	fôlks	plâce	bro�d
v�x	pr�y	w�sp	r�ng§	�r�nd
m�n	they	kn�w	t�a�e	�ood§
w�x	th�n	�ome	wh�le	pl�a�e
wh�y	�are	m�ke	wh�ch	swêets

### THE WASP AND THE BEE.

“C AN y u tell me,” said à w sp  
to à bee whom he met one  
d y, “why men are so rüde to me,  
while they are so fond of you?

2. "We bōfh have wings, we both love sweets, and we both sting folks when they vex us.

3. "I have broad gold rings round my form, which make me much mōre fine than you are.

4. "I am much more with men than you are, bōfh in the house and out of it. Yet they hate me and try to kill me.

5. "But you do not come near men, you are so shy. Yet they build you à grand house, and put it in à niçe plaçē.

6. "They take eare of you at all times, and feed you when the cold days eome. Pray, why is this so?"

7. The bee said: "You do not sērve them. You vex them, and

spoil their gōodſ. Why should they like you, and wish to see you?

8. “But they know that I work all dāy lōng. My wax is neat and white. I fill my çellſ with sweet food for their use.

9. “If you wish to be loved, tease less and please mōre. Do not live so much for self, but try to be of use.”

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#### *LESSON IV.*

jōy	lāçe	Něll	tāleş	tûrnş
hāll	kiss	dōor	bīrth	stâirs
new	dīne	çallş	chāin	breāk
now	wěll	frūit	smīle	chōïce
Ann	vāse	Hāle	stānd	thrēad
Dăń	hěad	gōod	grēet	bōught
knǐt	sōme	whāt	swēet	pä pä'
knōb	town	quīte	wātch	mām mā'

## THE BIRTH-DAY.

ANN HALE, and Dan, and Nell wēre up at break of dāy.



Here they stand at the head of the stairs. Why do they do so?

2. They stand here to greet mammä. It is the first dāy of March. This is the day of her birth.

3. Now they hear her. The knob of the door tūrn̄s. They are so glad that they do not know what to sāy, or do.

4. Mamma comes out. She is quite well. She has a kind word, a sweet smile, and a kiss for each.

5. Papä call\$, and they go down stâir\$. They find him in the hall. He has à new gold watch and chain for mammä.

6. Ann has knit some thread lace for hér. Dan has some choice fruit. Nell gives her à fine white vase. Papa bought the vase.

7. They are not to go to school to-day. They are to play, à part of the time. It is to be à day of joy.

8. They are to have à drive with papa and mamma. They are to go far out of town. They are to dine with thêir kind äunt.

9. At night, papa will read some nice tales from à new book. All will sing. Mamma will hear them pray. Each will say, "Good-night, mammä."

## LESSON V.

fōe	lōok	stīll	ērēpt	frīght
gōt	kěpt	sūre	ēātch	fiērce
sīze	truē	flōor	ḡreāt	smělls
jām	trăp	gāve	děath	mouse
jǔst	hūrt	pēep	brěad	chēese
hōle	been	lived	yoūng	erūmbſ
hōld	önçe	tōast	whêre	thôught

## THE YOUNG MOUSE.

A YOUNG mouse lived in a big box whêre sweets wēre kept. She had each dāy bread and jam, or niçe eake.

2. Shē would eōme out to peep at the folks, while they sat at thēir meals. Onçe she erept down on the floor, and ḡot the (thū) erumbs, and no one hūrt hēr.

3. She woułd have been (bīn) free

frōm care, had it not been for à big white eat. Once this eat gave her à great fright, and then she was glad to get back to her hole.

4. One dāy she came hōme to thē old mouse in ḡreat joy. She said, “Our ḡood folks here have made à house for me to live in.



5. “I am sure it is for me, for the door is just my size. The bad eat, which I fear so much, can not get in.

6. “They have been so good as to tōast some cheeſe and put it in for me. Oh, how nice it smells !

7. "I should have run in at once and made it my home, but I thought I would tell you first. Now we both can go and live in it, for it will hold us both."

8. "My dear child," said the old mouse, "I am glad you came to tell me first, for this fine house is a trap."

9. "If you had gone in, you would not have come out; but you would have been put to death in some way."

10. "Man, it is true, has not so fierce a look as a cat. Still he is as much our foe, and he has more ways to catch us."

11. Let the (thu) young tell the old what they wish to do, and learn of them how they may be kept from much harm.

## LESSON VI.

kīn	tāsk	dōne	fīeld	trūst
āsk	wīše	nōne	stāte	eausē
tōld	erōp	yōur	thīng	hēard
hēlp	härk	dāwn	thīnk	whēat
něxt	wānt	mēan	thōše	friěnds

## THE LARKS.

“EAR CHILD,” said a wise old man to me, “lēarn yōur own tāsk. If yōu wānt to make sure that a thing is dōne, you must work at it with yōur own handś.”

2. That yōu māy know just what I mean, I will tell you a fine tale of a lark and her young.

3. A lark had a nest of young bīrds in a field of wheat. One dāy a man and his sōn eame to lōok at the (thū) state of the (thū) erop.

4. "Well," said the man to his son, "I think this field of wheat is ripe, so now go and ask our friends to help us cut it. I am quite sure that they will be glad to come."

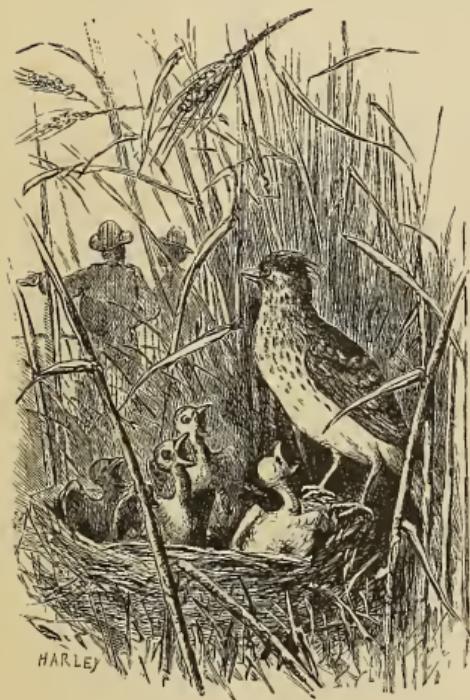
5. The young larks were in

a great fright. When the old bird came to her nest, they told her what they had heard.

6. "So they look to friends for help," said she. "Well, I

think we have no cause for fear."

7. The next day the man came back. As he saw no friends in the



field, he told his son to ask those near of kin to help them. "They will not fail to come," said he.

8. This the young birds heard, and they told it to the old one, when she came home to her nest.

9. "Fear not," said she; "for I do not see that men go much out of their way to help those that are near of kin."

10. Soon the man found that no one came. Then he said to his son, "Hark you, John! we will trust to none. You and I will cut the wheat at dawn of day."

11. "Now," said the old lark, "we must go; for when a man takes his work in his own hands, it is sure (shor) to be done."

## LESSON VII.

fĕll	ĕlāy	shăll	stōre	strēet
līfe	ĕast	frĕsh	rōots	ĕlōșed
how	rōde	lēave	ĕarth	lēaves
ĕlōd	mēre	piĕce	smĕlt	chānce
gāte	Yôrk	thère	Tĕnfh	strānge
tōok	Kēan	Maud	Grănd	whĕnçe

## MAUD AT THE GATE.

**M**AUD KEAN is a dear young friend of mine. Here she is at the gāte. Why is she here ? I shall tell you.

2. Maud lives with hēr papä and mammä in New York. Thēir house is in West Tenth Street.



3. Hēr papā haş à large stōre in Grand Street. He ean not leave his stōre to go far out of town.

4. But now the dāyঃ are hot, and the schools in town are all cloſed. Maud and her mammā are at her äunt's house. It iſ ten miles from their hōme.

5. One dāy her papā and I rōde out to take tea with them. We found Maud at the (thǔ) gāte. She waş thēre to greet us. Oh, how ḡlad she waş to see us!

6. As Maud ean read quite well, I ḡave her à new bōok. When tea waş done, she read from it this fine tale :

7. “A man in thē East by chānce took up à piecē of clāy which lāy

in his pāfh. He thōught it strānge that it smelt so sweet.

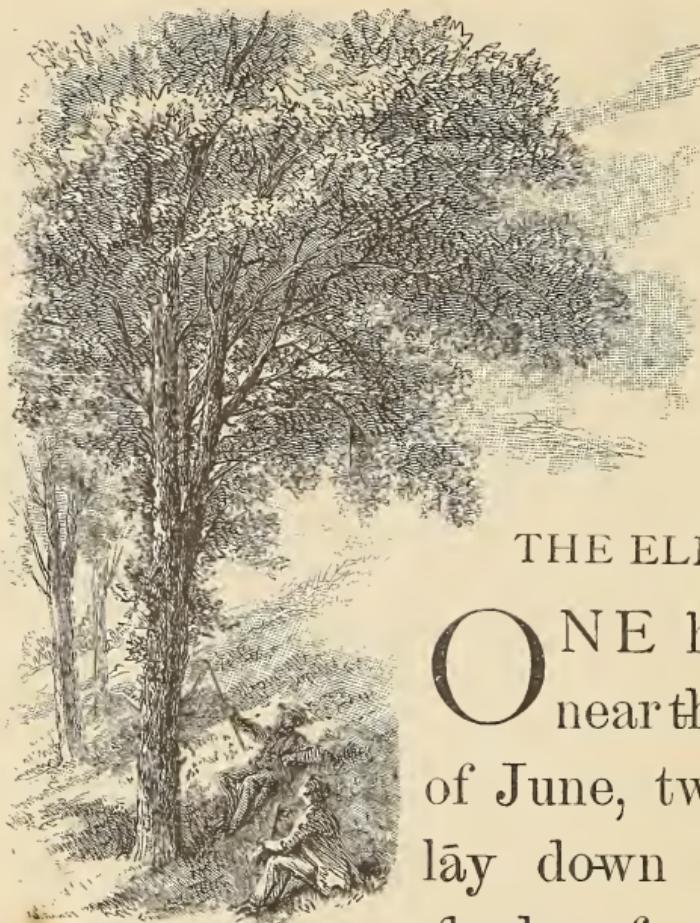
8. “It is but à poor piece of ēlāy,” said he. “It is à mere elod of ēarth, yět how sweet it is ! How fresh !

9. “But whencē has it this smell ?” The clay said, “I lived lōng with the roše. I gāve life to its roots. Its red leaves fell on me.”

10. Lēarn from this to make friends with the (thü) gōod, if you wish to be like them.

### LESSON VIII.

sīrs	rěst	rāys	elōşe	shāde
ělm	trēe	fāult	limbş	mōved
twō	ēaşe	tīred	beârş	lōoked
pūff	mōle	blīnd	sēems	plēased



### THE ELM TREE.

ONE hot day near the close of June, two men lay down in the shade of an elm, to get out of the rays of the sun.

2. As they lay there at their ease, they looked up at its big limbs and its green leaves: "An elm tree bears no fruit," said one of them.

3. "It is quite true," said his

friĕnd, “and it seemš but à poor thing; for it iſ of no use to man.”

4. Thē elm tree waſ not pleased. A puff of wind moved its limbſ, and it said, “Sīrſ, you must be aſ blind aſ you are bad.

5. “Hot and tired, you eōme here to rest in the eool shade I gīve.

6. “Yĕt you find fault with me, aſ à thing that iſ of no use to man.”

7. He who ean see no use in thoſe things which do not gīve food to man, iſ aſ blind aſ à pōor mole.

### LESSON IX.

tie	lĕss	puss	läugh	thōugh
rĭd	gļee	sŭch	heärt	eaught
tūg	tĭnk	hŭng	spēak	năught
wĭt	skĭn	grew	guĕss	sôught

## THE RAT WITH A BELL.

AN old house was so full of rats that but few things could be kept from them. They got at the meat, though hung near the roof.

2. Shelves let down from the top could not keep the cheese and cakes from them. They ate their way to the store room and got at the sweets.

3. They bit through doors and floors, and ran up and down the rooms. The eats could not get at them. They were too well fed to come near traps.

4. At last, one with less wit than the rest was caught. On him the folks made up their minds to try a new trick. This was to tie a bell round his neck, and then let him go.

5. Full of joy, now he was free, the rat ran to his hole, in search of his friends. Far off, they heard the bell go tink, tink. They thought it was a foe, and ran as fast as they could, some this way and some that.

6. The rat with the bell ran too, and soon made a guess at the cause of their flight. When he came near, they were all up and off. Not a tail of them was to be seen.

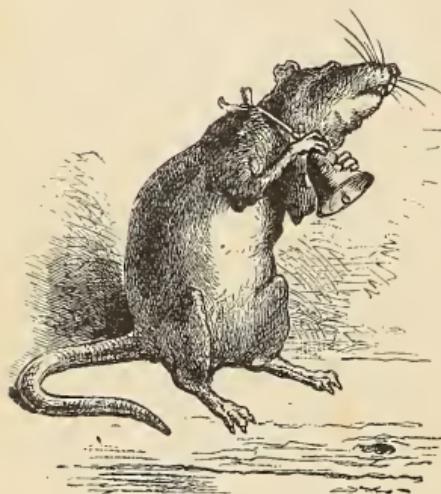
7. He ran his old friends from hole to hole, and from room to room. Now and then he would stop and laugh at their fears. So he soon drove all of them from the house.

8. "That is right," said he, "the less there are, the more for me." He ate and ate, and was in great

glee. This was well at first, but he soon grew (grew) sick of such a life.

9. He had no one to speak to, no one to care for him. He would have been (bin) glad to go with his friends once more, as of old.

10. But how was he to get rid of his bell? He gave a pull and a tug with his feet, and wore the (thu) skin off his neck; but all in vain. The bell was now the plague of his life.



11. He went from room to room, and sought to let one of his friends see him: they all kept out of his way.

At last, sad and ill, he fell in the way  
of puss, and was caught at once.

12. If you do not wish to lose all  
the joy you have with your friends,  
do naught to make them fear you.  
Fear and love can not live in the  
same heart.

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### LESSON X.

#### VAIN PRIDE.

1. George Fish is the son of  
a rich man. He has nice food,  
fine clothes, and all that he needs.

2. One bright, warm day,  
George was out at play with his  
bat and ball. His ball fell in  
a field of corn, where a poor boy  
was at work.

3. "Throw that ball to me," said he, in a harsh tone. But the boy took no heed of this. George then said, in a tone still more harsh, "Do you not hear what I say?"

4. "Yes, yes; I am not deaf," said the poor boy.—"O, are you not? then throw my ball here."

5. "I do not choose to," said the boy.—"Do not choose to? If I come to you, I will make you choose it."

6. "May be not," said the boy.—"If I come on that side the fence, I will thrash you. Then we shall see if you choose to or not."



7. At this, the boy gave a loud laugh. In his rage, George sprung up to the top of the fence. But a rail broke, and he fell into a deep ditch, which was full of mud.

8. He could not get out. His feet stuck in the mire, or slid from the bank. He first lost his right shoe,

and then his left. The mud spoilt his new hat and clung to his clothes.

9. At last, the poor boy came to his aid. With one hand on the end of an old log, he reached down and pulled him out.

10. George could not so much as look up at him, or speak, for shame. He ran home in this state.

11. Why did he not say in a kind tone, "I will thank you to throw my ball to me?"

12. If a boy speak in a harsh tone, he will find few to serve him. Vain pride, soon or late, is sure to have a fall.



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